

TECHNOLOGY INTEGRATION LEARNING PLAN

I have met this standard as a student of the program by creating a Technology Integration Lesson Plan for students to develop PowerPoint presentations on books without quizzes. There are several books in our school library that do not have quizzes to go along with them. I thought this would be a great co-curricular activity between the English and Business departments. This would give students a creative way for them to express and demonstrate to the teacher the key points of the books while showing their skills of PowerPoint.

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Subject: Reading

Grade: 7th - 11th Co-Curricular Activity between English and Business Department

Lesson: Developing Power Point Presentations on books without quizzes.

OVERVIEW:

The teachers at our school rely on the students taking a quiz after reading a book in place of a book report. The problem with this is that not all books have quizzes available. The teachers do allow the students to write a report on these books if they want to, but this means more work for the teacher and student. The teacher has to review the book, come up with a topic sentence for the report, and read and grade the report. The student spends a great deal more time writing the report than if they were able to take a quiz. Book reports on non-quiz books would be more appealing if the students could create a PowerPoint presentation to get credit in two of their classes. This would be an interesting change for the students. Parents can then take their children to other libraries and not worry about the book being a "quiz" book, and the teachers won't have to read a book report, or read the book looking for a topic question about the book to have the students write about.

ANALYSIS:

Students will have basic knowledge of PowerPoint from elementary computer lab instruction. Students will participate in class discussion to review and demonstrate prior knowledge which they will apply during their business class. Students will review parts of a story, setting, plot, characters, but not the conclusion. We want them to entice other students to want to read the book and discover the ending for themselves. This unit is a four-step process with duration of approximately four to five 50-minute class sessions or three 90-minute class sessions.

LEARNING ACTIVITY NEEDS ASSESSMENT:

Unless a book is a quiz book, students will not check them out. This activity will allow students who want to read non-quiz books a method of still getting credit for their reading. This will not create work for teachers, instead all students will benefit from the knowledge gained by reading this book while incorporating technology. The use of PowerPoint will give unpopular books visual enticement for everyone involved. Technology will become a link from the non-reader to the tech savvy.

DESIGN & DEVELOPMENT:

Importance of Technology

This project could be done with paper and has been for many years, it has also been done orally. Yet the students of today are creative and wanting a chance to express themselves with new and inventive forms of technology. Technology is an important part of this learning activity because it links the information from the book to the PowerPoint to the presenter. The computer lab will be where the students create their PowerPoint and the SmartBoard will be used by the presenter to display their PowerPoint in the classroom.

Theoretical Learning Perspective

There are two types of learning styles associated with this project, the first is brain-based where the presenters are performing several activities at once. Taking information from a book, decoding it, making a visual presentation to encourage someone else to read it. By translating this information into a persuasive speech it makes the learner organize and consolidate their material by actively processing it. This creates an environment where the students is fully immersed in the educational experience. By viewing other Power Points the learners are engaged by focusing their attention on their classmate and the information on the SmartBoard. The second learning theory, multiple intelligences, is being used by the observer as well as the presenter. The observer will be focusing on the verbal cues given by the presenter and by the method of delivery. The presenter will benefit through reflection, visualization and storytelling. By using PowerPoint the presenter can choose the style of delivery that best suits their personality. Students will be inspired by thinking they are doing one assignment and getting two grades. Teachers may use the rubric at their discretion for their grading assessment. All three learning styles are being addressed. Auditory, by the observer, while listening to the presentation, kinesthetic, by the presenter, during the creation of their product and visual by both the presenter, and the observer while viewing the finished product.

OUTCOMES & ASSESSMENT

Main Objective:

Students will read a non-quiz book and create a PowerPoint presentation to entice other students to read their choice of book.

Sub Objectives:

- ☐ Students will demonstrate prior knowledge of creating a PowerPoint through class discussion and hands on demonstrations. This will take place in the business room with the computers.
- ☐ Students will demonstrate prior knowledge of parts of a story: plot, setting, characters, main event and conclusion, by dissecting a fairy tale. This will take place in the English room with students separated in groups.
- ☐ Students will have been given two months to find and read a non-quiz book that is on the child's appropriate reading level.

Show-Me Standards:

CA-1 Speaking and writing Standard English

CA-2 Develop and apply skills and strategies to the reading process

Read grade level instructional text with fluency and accuracy

Apply post-reading skill to comprehend and interpret text

Use details from text to identify story elements

CA-4 Use technology tools to exchange information and ideas

CA-5 Develop and apply effective listening skills

Develop and apply effective speaking skills

CA-6 Participate in formal and informal presentations and discussions of issues and ideas

Resources, Media and Integration:

- ☐ Student computers with PowerPoint either in the lab or business room
- ☐ Device for saving presentations such as a USB Flash Drive or Memory Stick
- ☐ Access to library to check out non-quiz books
- ☐ Smartboard or projector and teacher computer for final presentation

Structure and Sequencing of Activity

1. Beginning of school - Explain activity to students and let them know they will need to read a non-quiz book by 2nd quarter.
2. Beginning of 2nd quarter in the English room (Day 1)– Students will review story elements. Students will be divided up in groups and assigned a fairy tale to develop each part of the book.
 - a. Characters
 - b. Setting
 - c. Plot
 - d. Main event
 - e. Conclusion
3. Beginning of 2nd quarter in the business room (Day 1)– Students review PowerPoint
 1. Slide transitions
 2. Design layout
 3. Custom Animation
 4. Inserting Pictures/Graphics
4. Second day in the English room – Students will create an outline of their PowerPoint which will include, but not necessarily limited to, the following:
 - a. Title page with student's name
 - b. Title page of the book with author's name
 - c. Characters
 - d. Setting
 - e. Brief summary
 - f. Highlights from the reading, what the student enjoyed from this book
5. Second day in the business room - go over rubric and deadline for assignment.
 - a. Students will be allowed to start working on presentations.
6. Third and fourth day students will be given class time in both classes to work on their presentation.
7. The final day will be set aside for the students to present their PowerPoint.

ASSESSMENT TOOLS:

PowerPoint Book Report

Points	1	2	3	4	Total
Students title page	No title page	Title page is present, lacks much of the required information	Title page is present, lacks complete information	Title page is present and contains all required information	
Books title page	No title page	Title page is present, but lacks much of the required information	Title page is present but lacks complete information	Title page is present and contains all required information	
Characters	No description of main characters	Incomplete or inadequate description of main characters	Adequate descriptions of some of the characters	Complete description of all the relevant characters with sketches	
Setting	No description of setting	Incomplete or inadequate description of the setting	Adequate description of the setting	Complete description of the setting with visual aids	
Brief summary	Inadequate plot summary	Incomplete or inaccurate summary	Adequate summary with accurate information	Complete summary including visuals highlighting major events	
What you enjoyed about the book	No description of parts enjoyed	Incomplete or inaccurate description	Adequate descriptions	Complete descriptions with visual aids	
Conclusion	Told the ending!	Told parts of the end of the story	Hinted at the ending in other parts of the PowerPoint	No conclusion was given to give away the ending	
Student presentation	Had to refer to the PowerPoint all the time	Read mainly from the PowerPoint	Adequate flow of knowledge about the book and PowerPoint	Excellent representation of the book with only slight reference to the PowerPoint when required	
Book Selection	No Book Was Read	Book chosen was not appropriate reading level or a quiz book.	Non-quiz/chapter book, but not on grade level.	Non-quiz/chapter book at appropriate reading level.	
32 Points Possible					

IMPLEMENTATION PLAN

This lesson will be team taught between the English teacher and business teacher. We will use the business room, English room and computer lab for this activity and therefore all equipment would be available every day. Students will need to have a memory stick to save their information and be able to transport their work from each class. If the student does not have a memory device the teachers will have one they may borrow until the project is completed. Students will also need to have read a non quiz chapter book to receive full credit. For students who fail to meet this requirement a short picture book will be assigned with a grade cut. A grading rubric would be needed by the student prior to starting the lesson.

We tried this assignment with our seventh and ninth grade children. The boys used a book that they had previously read (because they did not want to read over the summer). After a brief review of the book and PowerPoint, the students started work on their presentation following the rubric guidelines. Boys being boys only did the bare necessities to get the points for the rubric. The seventh grade girl, on the other hand, spent more time and flowered hers up. All three thought this assignment made the book more in depth because they had to research their characters and concentrate more on the setting and plot. The kids enjoyed surfing for avatars to fit the role of their character. We did not have the students present their PowerPoint due to lack of audience.

EVALUATION

Evaluation will occur during classroom demonstrations and question and answer situations by observation. A rubric will be used to determine if all concepts are being addressed in their PowerPoint. The rubric will also be used to assess understanding of the objectives and to evaluate the PowerPoint. All responses and comments I receive from students will be used to enhance the learning plan for the next year. A survey, to explore whether students prefer this method to written reports, will be used to indicate areas to change/alter/keep for the next year. This lesson could also be adapted to use with Inspiration or other programs which your school has on their computers.